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ABSTRACT

Three-hundred sixty students in 14 fifth grade classrooms participated in a study to determine if a planned literature program could effect a change in children's attitudes toward the aged. Following a pilot study that gathered information on children's attitudes toward the aged, four measurement instruments were developed and administered to all 360 children as pretests (and later as posttests): an attitude scale, two semantic differential scales, and a "Cartoon Apperception Test." The 14 classrooms were randomly assigned to three groups: a group that listened to the reading of books and stories dealing with the aged for 15 to 20 minutes a day during a three-week period, a group that listened to the same readings as the first group and also discussed the readings, and a control group that heard readings not having an aged character. Analysis of the results of the pretests and posttests indicated that the first (reading) group revealed positive change in attitude toward the aged on one of the semantic differential scales and that, on the same test, the control group showed a negative shift in attitude toward the aged. No other significant changes in attitude scores were noted. It appeared that attitudes were more likely to show positive gains if the teacher and the student were of the opposite sex and were more likely to worsen when teacher and student were of the same sex. (All four measurement instruments are included in the paper.) (GT)

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THE EFFECTS OF A LITERATURE PROGRAM OF REALISTIC FICTION ON THE ATTITUDES OF FIFTH GRADE PUPILS TOWARD THE AGED

Phyllis L. Schneider

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INTRODUCTION

Be not simply good, be good for something.
Emerson

While Emerson did not direct this remark toward books, historically books have been viewed as vehicles for "good." At least since the days of the Greeks, teachers have been credited with using literature in an attempt to influence in a positive way the attitudes and ideals of their students. Aristotle wrote that the function of art is catharsis; and, although he applied his catharsis theory specifically to drama, it does not appear inappropriate to extend it to other literary forms.

Indeed, the professional literature within the realm of children's books is replete with references to, and pleas for, the use of children's literature to assist children in identification processes which are felt to underlie their assimilation of values, attitudes and ideals.

Cianciolo (1965) defines identification as "the act of affiliating some real or fictional character in literature with oneself or associates," and hypothesizes that identification is "an almost universal experience of young readers" (p. 898).

In a benchmark article, Russell (1949) developed seven hypotheses concerning identification. Several of these hypotheses which seemed particularly relevant to the present investigation were:

1. A child identifies most easily with a character resembling himself.
2. For the child, identification is an active process.
3. Identification may help in the socialization of the child.
4. Identification may have mental health values for the child.
5. Identification with a group may be valuable for the child. (p. 400-401).

Huck and Kuhn (1968) see realistic fiction as a particularly important vehicle for fostering identification, stating that realistic fiction not only provides entertainment, but "is related to the developmental tasks of childhood, gives insight into human -ehavior, and helps the reader build his own values and comcept of self" (p. 217).

Realistic fiction may provide the challenge and growth that come with a sense of participation in the lives of others. It may increase the awareness of other people's life situations and problems as well as their approaches to solving problems or dealing with various situations.

Transition by the child from the process of identifying with fictional characters to assimilating values and attitudes appears to be accepted by many authorities as a nearly-automatic progression. Rudman (1976) speaks of the influence books exert on people's minds: They can either helo or hinder us when we attempt to construct suitable bases for attitudes and behaviors (p. 3).

Brci and Timms (1974) suggest:

> Realism in books can help a child understand himself and his personal problems, it can help him understand others with such problems, and it can help dispel misconceptions or stereotypes of a culture. (p. 44)

In the midst of this seemingly unquestioning acceptance of the influence of reading on values and attitudes through identification are found some cautionary notes. Gray (1959) calls attention to the lack of "tangible evidence supporting the claim that reading does influence and change one's behavior" (p. 487).

Kimmel (1970) reveals surprise, in view of what he refers to as the nearly axiomatic "assumption that books can be a positive force for sound character development," that "objective studies of the affective qualities of children's literature are few, open to question, and sometimes contradictory" (p. 209).

Russell and Shrodes (1950) call for validation of the oft-made claims that reading influences attitudes and ideals. They suggest that:

> In the past, literature has been studied in terms of its own structure and in terms of the person producing it. The time is long overdue for comprehensive studies of the effects of literature upon the reader. (p. 417)

Researchers might justifiably decide to investigate the effects of reading on children's attitudes toward any one of a number of societal issues such as death, divorce, single parent families, retardation, or drugs. For the reasons outlined below, it would seem that a particularly promising area for study of the effects of reading involves attitudes toward the aged.

According to Census Bureau reports, the country's elderly population is increasing rapidly, both in absolute numbers and as a proportion of the total U.S. population. Furthermore, the media are devoting a great deal of attention to the swing of the population pendulum as reflected by coverage in national magazines, television programs, and newspaper series on the problems of the aged. Education also gives evidence of this increasing concern in the proliferation of multidisciplinary courses and programs dealing with the aged and the aging process, as well as with numerous research programs relating to aging which are being carried on in educational institutions.

The fact that the number of older people in the United States is increasing every year suggests an increase in the likelihood that children will interact with the aged. The quality of such interactions remains a subject of speculation. However, there is cause for some concern in this regard in view of the documentation, in research spanning nearly half a century, of widespread negative stereotypes and attitudes which many groups, both young and old, hold about the aged (McTavish, 1971).

Havighurst (1968) notes that successful aging depends to a great extent on a supportive environment. This environment may, in turn, depend upon the attitudes which young people hold about old people.

Because the school is an agent of society and a vehicle for the transmission of social values, it would appear that a study designed not only to ascertain attitudes of the young toward the aged, but to investigate as well the possibilities for attitude change through contacts with literature would have unique value at this particular time. Consequently, the major question associated with the present study is "What effect does a literature program of realistic fiction have on the attitudes of fifth grade pupils toward the aged?"

REVIEW OF RESEARCH

For the most part, investigations of the effect of reading on children's attitudes have concerned changes in attitudes toward ethnic groups.

Jackson (1944) explored the effects of reading fiction on attitudes of southern white children toward the Negro race. The experimental group in Jackson's junior high school sample read a story syppathetic to the Negro. Controls did not read the story. A small, but significant shift toward a more favorable attitude, measured on the Hinckley scale, was noted by the experimental group. However, re-testing two weeks later revealed the gain had evaporated.

Eleventh graders read and discussed nine books in an exploratory study by Hayes (1969). Attitudes toward the Negro improved significantly. Two observations are of special interest: (1) discussion seemed to be a mediating influence and relieved tension, paving the way for attitude changes; and (2) signs of some regression were evident eight months later.

Litcher and Johnson (1969) investigated attitude changes toward the Negro among second graders instructed with the Scott-Foresman multiethnic readers and regular readers. The only differences between the readers were the pictures, with some of the persons portrayed in the multiethnic readers being non-white. Four instruments were administered as the pretest and the post-test. Nosignificant differences existed between experimental and control

groups in the pretest. All four post-tests revealed significantly more favorable responses toward Negroes among the children using the multiethnic readers than among the students using the regular readers.

A somewhat similar study by Litcher, Johnson and Ryan (1973) failed to find differences in attitudes.

Galvanic Skin Response measurements were employed by Brisbin (1971) in his study of the effects of literature on racial attitudes of fifth graders. Brisbin suggested the literature had produced a "verbalized change," but it had not brought about a large enough "emotional re-orientation" to be detected by the GSR technique. He further suggested that the power of literature to alter attitudes may be overestimated.

Walker (1972) studied 45 black and 40 white kindergarteners who listened to stories read by their classroom teachers. The experimental group heard stories portraying Blacks favorably, and the control groups heard either animal stories or informational books over a period of six weeks. On the basis of the Preschool Racial Attitude Measure (used as both a pretest and post-test) Walker concluded that merely hearing children's stories which were favorable portrayals of Blacks was not sufficient to bring about positive attitude changes of both black and white kindergarteners toward Blacks.

In a rather unique approach, Kimoto (1974) measured three social distance attitudes of 137 fifth and sixth grade students. A literature program favorable to Black Americans was integrated with the regular classroom social studies, reading, and language arts programs over a three-month period. Kimoto concluded that: this type of program can have a positive effect on close and moderate social distance attitudes; teachers are capable of implementing such programs into their regular curriculums; and attitude changes produced by such programs persist for some time after the termination of the program, in this case one month after the program's end.

Three recent doctoral dissertations probed the effects of reading upon the attitude of high school students toward Blacks. Frankel (1972) sought to determine if reading The Adventures of Huckleberry Finn changed the attitudes of ninth grade boys at an all-male academic high school. Positive changes were recorded on all three attitude measures, and discussion of the book by some groups enhanced those groups' attitude changes.

"A Content Analysis of Tneth-Grade Students' Responses to Black Literature, Including the Effect of Reading This Literature on Attitudes Towards Race" was completed in 1973 by Bazelak. The experimental group read four short stories which had been written by Black writers, wrote responses to the stories, and took comprehension tests, a standardized reading test and a semantic differential test of attitudes, while the control group engaged in its regular program and took the attitude measure and a standardized reading test. The readings of Black Literature did not appear to have an effect on the students' attitudes toward either Blacks or Whites.

Page (1974) used a Black Literature Package to investigate attitude change among three classes of eleventh grade students. Failure of the analysis of variance to reveal any significant differences on class means among the three classes lead Page to question the ability of such programs to effectively change racial attitudes.

Influences of reading on attitudes toward Indians were studied by two researchers, Fisher (1965) and Pecoraro (1970).

Fisher"s dissertation study concentrated on attitude change of 437 students in 18 fifth grade classrooms in the Berkeley, California area. Each classroom was randomly assigned to a reading group, reading plus discussion group, or control group; and each student was pretested with an attitude scale constructed by the investigator. Six stories, chosen to present a realistic portrayal of the American Indian and to represent good children's literature, were given to the experimental groups. At the end of three weeks, all groups

were administered the attitude scale again. Significant differences were found, and the changes in attitude between the reading and discussion group and the control group were significant at the .001 level. An interesting finding, which Fisher noted but failed to speculate about, was that the control group exhibited a small, although consistent, gain in attitude. Correlations did not appear between Reading Achievement and Attitude Change, nor between IQ and Attitude Change.

Pecoraro (1970) took advantage of a fairly unique situation wherein schools on a Passamaquoddy Indian reservation (hereafter called 'Indian schools') existed in close proximity to non-Indian schools in Maine. He felt that special lessons on Indian history and culture would affect the attitude of both the Indian and the non-Indian students in grades four, five, and six. The control group and the experimental group had some children from an Indian school and some from a non-Indian school. The groups received both pre- and post-tests, which were: a semantic differential adapted by Pecoraro; an attitude scale, also developed by the researcher; and a series of open sentence stems developed by the investigator. Students in the experimental group were exposed to a series of multi-media lessons which stressed positive views of the Indian and emphasized Indian contributions to our art, history, and cultural heritage. Students were actively involved in the lessons. Attitudes of both the Indian and non-Indian children were shown to improve, and the Indian children evidenced greater attitude improvement.

Two studies of attitudes of elementary school children toward Mexican Americans were located.

Howell (1973) studied the effects of reading on fifth graders' attitudes toward Mexican Americans. Three groups of fifth graders were presented readings from basal readers as part of the normal classroom procedure. The groups, totaling 137 students, were subjected to a test-treatment-retest strategy, using four attitude measures. One group simply took the tests; a second group was

presented with ten stories about Mexican Americans during the course of ten weeks of instruction. Treatment for the third group consisted of an instructional program of ten stories being presented over a period of five weeks. All the stories contained positive facts relating to Mexican Americans; the classes retained their usual classroom teacher for the instruction; and study questions were employed. Three of the four attitude measures yielded significant results for the ten-week instruction group, while only a social attitude scale achieved significance for the group receiving five weeks of instruction. Attitudes were not found to be significantly related to either sex or intelligence of the students.

Koeller (1975) randomly divided 220 students into experimental and control groups for her study of "The Effect of Listening to Excerpts from Children's Stories about Mexican-Americans on the Self-Concepts and Attitudes of Sixth Grade Children." Seventy-seven of the subjects were Mexican-Americans. Once each week for a period of six weeks, the experimental group listened to excerpts about Mexican-Americans, and the controls listened to excerpts without an ethnic theme. Classroom teachers read aloud to the students. Listening to the Mexican-American excerpts did not result in consistently positive attitudes toward Mexican-Americans. There were no significant effects upon either interest or self-concept scores. An interesting observation made by Koeller was that, as the experiment progressed, negative comments concerning the ethnic theme increased.

The effect of books on self-concept was investigated by Roach (1975) and White (1975).

In Roach's study, fifth and sixth graders were exposed to realistic fiction in a bibliotherapeutic situation, as their classroom teachers read five books to them. One of the treatment groups also discussed the books, and the control group had no exposure to literature. Some significant differences

were found on the Self-Appraisal Inventory, but Roach's main conclusion was that the teacher makes the difference in realizing effects from reading realistic fiction in classroom settings.

White used the Self-Appraisal Inventory as a pretest and post-test in his study of the effects of realistic picture story books on first grade children's self-concept. In one treatment the books were read and shown to the students, while in the other treatment group the books were also discussed and follow-up activities were performed. Significant differences for global self-concept change among treatments were found only between one treatment group and the control group. These findings caused White to question the claim that books can influence children's self-concepts.

Up until the 1970's, research in the area of attitude toward the aged was sparse, and most of it involved testing college students. In "Perceptions of Old People: A Review of Research Methodologies and Findings," McTavish (1971) has provided researchers with an extensive examination of, and commentary on, research in attitudes toward the elderly. Two of his remarks are especially noteworthy:

> 1. Most investigators report findings which support the view that attitudes toward the elderly are most favorable in primitive societies and decrease with increasing modernization to the point of generally negative views in industrialized, Western nations. (p. 91)
>
> 2. An assessment of findings from studies of individual percpetions of older people is hampered by the nature of the samples used (generally college students), the nature of measurement instruments (lacking comparability across studies), and reporting practices (often brief and low on technical detail)...the emphasis tends to be on aspects of studies which suggest a higher level of negative attitudes about old people. (p. 96)

The 1970's have witnessed a great number of studies of attitude toward old people. As was the case with earlier research, most studies have utilized subjects who were of college age or older.

However, there were a few studies of elementary school children's attitudes toward old people. Evans (1974) investigated the attitudes of delinquent and non-delinquent boys between the ages of 13 and 15. Thomas and Yamamoto (1975) examined the attitudes of fifth, seventh, ninth and eleventh grade children toward young people, the middle aged, and old people. Students in kindergarten, first grade and second grade were shown pictures of adults by Pickford (1975). The children were asked to match statements of evaluative and belief dimensions with the pictures. Seefeldt, et al. (1977) administered a test of attitudes toward old people to 180 children between the ages of 3 and 11. None of these studies was concerned with effecting attitude change, but merely with measuring existing attitudes, which were generally found to be moderately favorable.

The portrayal of old people in children's literature has been investigated by Seltzer (1969), Barnum (1977), Ansello (1977), Robin (1977) and Peterson and Eden (1977). By and large, these investigators found old people treated rather negatively in books for children.

No study was located which investigated the effects, as measured by attitude change toward the aged, of exposure to contemporary children's realistic fiction books or stories.

DESIGN OF THE STUDY

Purpose

The purpose of the study was to determine if a planned literature program carried out within the framework of the regular language arts program of fifth grade classrooms could effect a change in children's attitudes toward the aged. The direction and intensity of the change were examined.

Null Hypotheses

Four null hypotheses, based on the four attitude measuring instruments used, were formulated to examine the change of attitude, as tested by group mean scores.

HO_1 There are no differences in group mean attitude scores, as measured by the Tuckman-Lorge adaptation, among the Reading, Reading and Discussion, and Control groups.

HO_2 There are no differences in group mean attitude scores, as measured by the SCART, among the Reading, Reading and Discussion, and Control groups.

HO_3 There are no differences in group mean attitude scores, as measured by the Semantic Differential I, among the Reading, Reading and Discussion, and Control groups.

HO_4 There are no differences in group mean attitude scores, as measured by the Semantic Differential II, among the Reading, Reading and Discussion, and Control groups.

Description of Variables

The independent variables in the study were: sex, socioeconomic status, IQ, birth order, number of days absent during the experiment, experimental group placement (Reading, Reading and Discussion, and Control), and several additional variables concerning contact with old people. These variables were: presence of old people in the home, number of old people known, the circumstances of contact with old people, and the frequency of contact with old people.

Change in attitude from the pretest to post-test represented the dependent variable in the analysis. Data analysis following completion of the treatment allowed examinations of various combinations of the variables.

Rationale for Literature Program

Historically, one of the goals of education has been the inculcation of values and attitudes which are desirable from a societal point of view. Schools have attempted to instill these values and attitudes in numerous ways, with greatly varying degrees of success. Our present society is encountering a significant change in the number of old people living in this country; consequently, there are serious implications for the treatment of these old people, including the way in which they will be accepted by society's younger element who will be increasingly interacting with the elderly and will possibly be called upon to support their well-being in some manner.

Reading has long been accepted as a probable means of effecting a change in children's attitudes. Research has been rather contradictory in its results concerning attitude change through reading. However, there has been enough research indicating strong possibilities for effecting such change to justify the study of the effect of reading upon attitudes children hold toward the elderly; and, specifically, to investigate whether these attitudes were susceptible to change by exposure to a planned literature program.

Since much of the belief in the efficacy of reading in changing attitudes is predicated upon the concept of the child's identification with characters in the reading material, it seemed logical to establish a literature program which provided ample material and opportunity for such identification.

It was decided to have the literature program presented orally by the regular classroom teacher. Since most children's listening level ability is higher than their reading level ability, having the material read by the teacher allowed the researcher to have ocnfidence that the material would be understood by all students. In addition, the reading by the teacher was expected to provide an incidental advantage to the students by virtue of their being able to hear a good reader "model."

Many teachers, even in fifth grade, read orally to their classes; and it was felt that a literature program encompassing such reading would encourage this reading in the future. Children seem to enjoy having their teacher read, ad indicated in research reported recently by Johns (1972). He found 61% of inner city and 86% of suburban fifth and sixth graders responded affirmatively when asked whether they liked their teacher to read books and stories to their class.

Finally, having teachers read the books and stories gave assurance that the pupils would be exposed to the entire selection, whereas having the stories read independently by the students would have provided no such assurance.

Selection of Literary Materials

It was determined that several books and/or stories should be chosen for the literature program. Robinson with Weintraub (1973) noted that "Reading a single selection may have little impact on the child while cumulative effects from reading many selections may have greater impact upon the child" (p. 98).

The first criterion applied to possible choices was that of quality. "Is this good literature?" was the first question posed. To answer this question, books were reviewed by the researcher and a professor of children's literature. Additional input for the decision on the quality of the selections was obtained from book reviews written by acknowledged experts in children's literature, and appearance of the books on lists of recommended books established by qualified organizations such as the American Library Association.

Additionally, each book chosen for the treatment groups needed to include a non-stereotyped portrayal of an old person. Selections which did not contain any old characters were chosen for the Control group.

Selections for the experimental groups were matched so as to insure a representative balance by sex of the aged character and the child who was the dominant character. The Control group selections were balanced so that there were both male and female main characters.

Instrumentation

The review of attitude research conducted prior to this investigation revealed an outstanding lack in quantity, quality, and/or appropriateness of instruments purporting to measure children's attitudes toward the aged. Therefore, early in the research planning, the decision was made to construct and adapt instruments specifically for the present study. Additionally, it was decided to pursue a triangulation assessment strategy, since this type of approach was so strongly suggested for measurements in the affective domain (Popham, 1975).

The first step in construction of the test instruments was the development of about 20 open sentence stems concerning old people. The stems were

examined and reviewed by several professors and some doctoral students in reading and children's literature. Some which were felt to pose possible interpretation problems for fifth grade children were eliminated. From the stems remaining, 10 stems judged to have the greatest likelihood of being understood and yielding useful responses were eventually selected for inclusion in the first pilot study.

A. Pilot Tests

In the Spring of 1976, a sentence completion task composed of the 10 sentence stems relating to the aged was administered to all the children (N=64) in three fifth grade classrooms in three different school districts in Western New York. One of these classrooms was located in a city, one in a heavily-populated suburb, and the other in a small suburban village.

The overall purpose of this pilot study was to provide information which would be useful in constructing the test instruments for this investigation. Specifically, the pilot study task was to: (1) gather information on how typical fifth graders feel about old people; (2) gain some insight into their perceptions of the elderly; (3) identify stereotypes the children may have toward the aged; and (4) elicit the vocabulary of contemporary students.

The general impression gained from the children's responses was that they had a rather positive view of old people; they equated being old with inactivity and death; and they did not look forward to being old themselves. Several of the replies made by children in the pilot study were incorporated, in the language they used, in test items for the attitude measuring instruments. In addition, the intensity and frequency of many answers dictated items to be included in the instruments.

B. Instrument Development

In the early 1950's, Jacob Tuckman and Irving Lorge conducted several research studies of attitudes toward the aged (1952, 1953, 1954). Their scale,

"Attitudes Toward Old People," which consists of statements which represent a misconception or stereotype about old people was adapted for the present research.

The ability of the Semantic Differential Scale to yield measures of both direction and intensity of attitude change, to lend itself to the use of phrases and vocabulary exhibited by fifth grade students, and its ease of completing suggested it as a natural additional measure. Actually, two different five-step semantic differential scales were constructed to allow for better integration of selected adjectives.

The fourth attitude measuring instrument used in this research was a projective device designed specifically for this study, the [redacted] Cartoon Apperception Test (SCART). The original idea for a cartoon format in a projective device resulted from the researcher's learning of the "Rosenzweig Picture Frustration Study." Each of the 20 items in the SCART depicts, in cartoon format, a situation involving an interaction between an aged person and another individual, usually a young person. One of the people depicted in each item makes a statement, and the examinee selects one response from among four possible choices which might be made by the other person portrayed in the cartoon stimulus. Each set of "answers" contains choices ranging from those indicating a very positive attitude toward the old person involved to those which are very negative. In constructing the situations for the SCART, the primary focus was to aim for the best response situation opportunities -- not necessarily a balance of positive or negative loading items.

The rationale for using a cartoon format was severalfold. Use of a cartoon technique would seem to have obvious appeal, both in terms of interest and novelty, for fifth grade children. It would also be expected to provide an instrument which would be non-threatening, and would, as Oppenheim (1966) suggests, tend toward "The creation of a permissive atmosphere in the questionnaire as a whole . . ." (p. 64). It was felt that the cartoon format would lend itself

to being utilized in the portrayal of specific situations which a fifth grade child might have encountered or could easily imagine encountering.

To assist in validating the instrument, it was presented to 24 judges (college professors and doctoral students) who ranked in order the positive or negative value of the choices in each set of responses. Once the judged SCART instruments were returned to the researcher, each answer was recorded and a mean of every response to each of the 20 items was computed. This mean was then converted into a 7-point scale so that differences in means on individual items could be better accommodated.

Each of the four attitude measuring instruments, the adaptation of the Tuckman-Lorge "Attitudes Toward Old People" test, the SCART, the Semantic Differential I, and the Semantic Differential II, was administered to all students in the experimental and control groups as a pretest and as a post-test. The instruments will be found in the Appendix.

The Sample

The sample consisted of all students in 14 fifth grade classrooms in the [redacted] Central School District. There were a total of 360 students in the study. [redacted] Central School District is located in a suburb in the [redacted] area. The District encompasses a village, some suburban areas, and some areas which are strictly agricultural. Demographically, this district could be described as having a population which is primarily white, blue collar, and middle class.

Research Design and Procedures

A. Pretest Administration

During the last week of March, 1977, the four measuring instruments used in the study were administered as pretests to all the students in the experimental and control groups. The pretests were all given on the same day, and in the same order.

Immediately prior to the administration of the pretests, all the subjects were instructed on "what an old person is." It was felt that there might be different interpretations of what the term "old person" meant, and therefore it seemed important to define the term for the students. In order to do this, the researcher constructed a collage of photographs of old people. This collage, measuring 11 by 17 inches, was shown to the students by their teachers. Teachers told the students that the photographs were of old people, and that as they completed the test items, they should relate the term "old people" to the pictures.

In addition to showing the children the collage of photographs of old people, teachers told the students "We are thinking of people who are 65 years old or older when we talk about old people." Several names of porminent old people whom we could expect the students to be acquainted with were also mentioned.

B. The Literature Program

The 14 classrooms included in the study were randomly assigned, using a table of random numbers, to three groups: a group which listened to the reading of books and stories dealing with the aged (Group R); a group listening to the same reading as Group R, but with the additional aspect of discussion of the readings (Group R & D); and a control group (Group C) which heard stories and books not having an aged character.

The primary purpose of exposing the control groups to a literature program was to balance any increased sensitivity which might arise in the experimental groups merely from exposure to the pleasant activity of the teacher's reading of stories, or from a heightening of awareness which the readings might engender. Therefore, teachers in control classrooms engaged in reading aloud to their students for the same amounts of time as did the teachers in the experimental groups. The only difference was in the materials.

Table 1 shows the distribution of the students by treatment group and sex.

Table 1

Distribution of 360 Subjects by Treatment Group and Sex

Group	Males	Females	Total
Reading	76	79	155
Reading & Discussion	55	48	103
Control	44	58	102
Total	175	185	360

Teachers in all the 14 classrooms were encouraged to read each day's selection according to a schedule set up by the researcher. The period from April 18 through May 6, 1977 was chosen for the literature program so as to avoid any school vacations, which, the researcher felt, might tend to lessen the effects of the treatments. Fifteen to 20 minutes per day were spent on the readings. The Monday following the scheduled literature program was left as an open day, designed to allow for a "catch up" day of reading in case a day had been missed or the readings had taken longer than the allotted time.

A three-week experimental period was chosen for the readings because it was felt that this amount of time would: (1) allow ample opportunity for the designated selections to effect some change in attitudes if, in fact, they were able to cause such change; (2) be long enough to compensate for variations related to the novelty of the experience; and (3) still not be so long as to tire either the students or the teachers or to induce a problem with boredom.

Books and story selections were given to each classroom teacher. The selections for each day's reading were arranged to as to end at logical stopping points, and the order in which the readings were scheduled was designed to

provide for some different material at various times in the literature program. For example, the short and/or humorous selections were placed between the end of one major reading and the beginning of the next. In certain cases, some portions of the books or stories were felt to be superfluous to the plot or character development in the story, and these were sometimes eliminated from the oral reading schedule. In these cases, material to bridge the gap was written if that seemed necessary.

At the end of the teacher's reading each day, each class in Experimental Group R & D engaged in a teacher-led discussion relevant to that day's reading selection. Some research, cited earlier, has suggested that discussion may be necessary in clarifying values children have. Certain guide questions were supplied to the teacher, but teachers were encouraged to expand upon these questions as the opportunity presented itself. The guide questions, devised by the researcher, were primarily of the inferential variety, designed to encourage and stimulate discussion.

Experimental Group R did not engage in any planned discussion of the stories; as a matter of fact, even spontaneous discussion of the selections was discouraged. Following the reading, Group R classes returned to regular classroom activities each day.

Control Group classes followed the same reading procedures as the experimental groups. These students heard stories which were deliberately chosen not to include any old people as main characters.

C. Post-test Administration

All four post-tests were the same measuring instruments as had been employed as pretests. For the post-test situation, the teachers were given their choice of whether to administer the tests all on the same day or on two consecutive days. Some teachers had indicated that they would prefer using two days for the post-test, and this request was accommodated. The assessment was completed on either May 10 or 11, 1977, or on May 10 (if given at one sitting).

The procedures which had been undertaken to establish a common perception of the term "old person" prior to the administration of the pretest were repeated before the post-test.

RESULTS

Attempts to insure the content validity of the attitude measuring instruments were mentioned earlier. Internal consistency of the tests was described by applying Cronbach's coefficient alpha. Table 2 shows the reliability coefficients of the tests, as well as their means and standard deviations.

Table 2

Mean, Standard Deviation, and Reliability Coefficients of Attitude Measuring Instruments

Scale	Mean	S.D.	Alpha[1]
Tuckman-Lorge	45.409	4.938	.788
SCART Pretest	105.797	16.111	.815
Sem.Diff. I Pretest	85.356	12.801	.875
Sem.Diff. II Pretest	53.731	10.005	.826
Tuckman-Lorge Post-test	46.205	5.364	.820
SCART Post-test	107.461	17.674	.856
Sem.Diff. I Post-test	85.580	12.995	.887
Sem.Diff. II Post-test	54.042	10.096	.843

[1] Cronbach's Alpha

Analysis of variance checking differences among classes within each of the three groups (Reading, Reading & Discussion, and Control) was undertaken as an a priori analysis. There were 17 independent variables: socioeconomic

status, pupil's sex, I.Q., birth order, presence of old people in the home, number of old people known, circumstances of contact with old people, frequency of contact with old people, number of days absent during the treatment period, and scores on each of the four pretests and post-tests of attitude. Class means provided basic observations.

In the Reading and Discussion Group, socioeconomic status was a significant variable, while I.Q. was significant only in the Control Group. Classes did not differ significantly within any treatment group for sex of the student, birth order, number of days absent, or the presence of old people in the pupil's home. The number of old people known was highly significant for the Control Group, but had no great effect on the other treatment groups. There were differences within the Control Group for the number of old people known, but no such differences appeared among classes in the Reading or the Reading and Discussion Groups.

Frequency of contact with old people was significant only in classes comprising the Control Group. Interestingly, differences among classes on the circumstances of the pupils' contact with old people were observed for all three treatment groups.

There were no overall differences for treatment (TRT), as measured by pretest to post-test differences on the four attitude measuring instruments (dependent variables). However, the Reading Group (R) and the Control Group (G) did show significant differences in pre- to post-test scores on the Semantic Differential I test instrument. Table 3 shows the observed combined means.

In the design for the present study, four null hypotheses were set up to address the question "Did a planned literature program carried out within the framework of the regular language arts program of fifth grade class-ooms effect a change in children's attitudes toward the aged?"

HO_1 Accepted. There are no differences in group mean scores, as measured by the Tuckman-Lorge adaptation.

Table 3

Observed Combined Means of Attitude Measures by Treatment Group

	Means		
	Post-test	Pretest	Difference Post-Pre
Reading (n = 155)			
TL	43.910	42.129	1.781
SCART	104.860	101.290	3.568
Sem I	79.645	75.671	3.974*
Sem II	49.645	47.652	1.993
Reading and Discussion (n = 103)			
TL	42.709	43.553	-0.844
SCART	102.920	101.830	1.090
Sem I	79.301	80.359	-1.058
Sem II	52.117	50.922	1.195
Control (n = 102)			
TL	40.951	42.029	-1.078
SCART	100.200	101.100	-0.900
Sem I	76.647	83.363	-6.716*
Sem II	48.363	50.529	-2.166

N = 360

*$p \leq .05$

HO_2 Accepted. There are no differences in group mean scores, as measured by the SCART.

HO_3 Rejected. The Reading and the Control group mean scores on the Semantic Differential I did differ significantly, although those of the Reading and Discussion Group did not.

HO_4 Accepted. There are no differences in group mean scores, as measured by the Semantic Differential II.

At this point in the analysis, a change in the planned examination of the data was instituted. Although the sex of the teacher in each classroom had not been included in the original list of variables to be studied, it was decided to include it in the remainder of the analyses as an additional control variable. This heuristic decision, allowed by the fact that the teacher sex data had been gathered and was included on the data cards, was a propitious one.

Table 4 shows the mean change scores for the interaction between teacher's sex and pupil's sex, as found in each of the four attitude measuring devices. Examination of Table 4 discloses that the interaction between T SEX and P SEX is clearly significant. (Multivariate F = 7.0841, with a p less than .0001).

Table 4

Mean Change Scores for Teacher's Sex and Pupil's Sex

TEACHER'S SEX	PUPIL'S SEX: Male	PUPIL'S SEX: Female
Male	-.636 -2.284 -8.170 -5.511 N=88	-.426 2.032 1.138 3.074 N=94
Female	-.276 7.080 6.805 5.701 N=87	2.187 -.352 -1.736 -.978 N=91

In the interaction display, positive numbers indicate an improvement in pre- to post-test attitude scores, and negative numbers signal a worsening of attitude scores. Male pupils having male classroom teachers showed a decrease in attitude scores in each of the tests. Female students with female teachers showed decreases in 3 out of 4 tests. Thus, the data indicate that, in this analysis at least, students show improvement in attitude toward the aged (in terms of their test scores on attitude measuring instruments) if their teacher is of the opposite sex. Additionally, it may be implied that having a teacher of the same sex leads to a worsening of attitude toward the aged.

Interviews

One portion of the study design called for conducting interviews with some of the children. It had seemed that some differences might be shown, in an interview situation, between students who had been among the high scorers and those among the low scorers on the pretest. Accordingly, eight pupils were randomly chosen from among those who scored at least one standard deviation above the mean on the total of all pretest scores, and eight were chosen from those whose total pretest scores were at least one standard deviation below the mean. An interview format was used as the guideline for the interviews. When it seemed appropriate, considerable latitude was taken by the interviewer (researcher) in adding questions to those contained in the format.

The researcher was unable to discern differences between those students who had evidenced positive attitudes toward old people (high scorers) on the pretest and those who seemed to hold negative views of the aged. The views expressed by most of the students seemed very much in agreement.

They all evidenced an accurate "picture" of an old person in terms of age. Most of the interviewees gave similar descriptions of old people: "some are nice," "some are mean," "tired," "some are stubborn," "they ask if you can help them out," "some are angry," "they can't do anything," "some

get paralyzed." If one were to sum up the views these students have of old people, it would be that they are usually nice, sometimes mean, and often incompetent and/or sickly. This opinion of the aged is similar to that shown by children in other studies, and to that contained in many of the books the children have available in their school and public libraries (see Pickford, 1975; Barnum, 1977; Ansello, 1977; and Seefeldt, 1977).

DISCUSSION

It is reasonable to state, on the basis of the analyses performed in this study, that the Reading Group did reveal positive change in attitude toward the aged on one of the attitude measuring instruments -- the Semantic Differential I. On the same test, the Control Group's class means indicated a negative shift in attitude toward old people. No other changes in attitude scores reached the level of significance (.05) established for this study.

By far the most fascinating result of the present study was the revelation of a clearly significant interaction between the sex of the teacher and the sex of the pupil in differences in attitude.

From these data, it would appear that, at least for the students in the present study, attitudes were more likely to show positive gains if the classroom teacher were of the opposite sex, while with a teacher of the same sex the attitudes would be likely to worsen on 3 out of 4 measures. The reasons for the teacher sex-pupis sex interaction are, at this point, purely speculative. The age of the students in the present study may account for the effect; with approaching puberty and the awakening of sexual interest on the part of many youths of fifth grade age, a teacher of the opposite sex may be a more influential person in the realm of values. Certainly, there exists the possibility that thisinfluence, if indeed there is an influence, may extend to other areas in the affective domain or even to areas in the cognitive domain. On the other

hand, the interaction may not be age related at all. It may be a matter of style of teaching, personality, or any number of identifiable or unidentifiable factors.

In the review of research for the current investigation, the researcher encountered no attitude studies which examined the effect of teacher sex and pupil sex on attitude change. In light of the findings of the present study, it certainly seems that such investigations would be well worth pursuing.

The present study suggests that the students sampled have internalized society's attitudes toward aging quite "well." They hold stereotyped views o of the aged, do not want to grow old themselves, and do not even want to think about growing old. If we, as educators, are to prepare students for their own aging, it behooves us to help them gain an accurate understanding of age and the aging process, and to internalize positive attitudes toward aging which will allow them to approach their own aging with a confident, non-fearful mindset. For it is only by accpeting their own aging in a positive manner that they will be able to live life fully.

Thus it may be seen that the implications for attitude change toward the aged have a cross-generational import. A positive attitude toward aging is imperative not only in order to provide for less prejudice against the presently aged and the concomitant improvement in interactions with them, but also to help insure today's students' tolerance of and happiness with their own aging.

The current investigation has provided some support for the widespread belief that books can influence students. Although differences in class means were significant for only one test completed by the Reading Group, it should be noted that the Reading Group's mean scores were more positive on the post-test for all of the attitude measuring tests, even though this difference did not achieve significance. Examination of changes in individuals' scores showed that, while the numbers lacked significance, there were more students

who improved their post-test scores on the four instruments than there were whose scores moved in a negative direction.

The theory that discussion following the classroom teacher's oral reading of realistic fiction books would enhance attitudinal change was not substantiated. This would seem to imply that if discussion is to have any effect, the teacher, the pupils, or both must be prepared to maximize its efficacy.

The present study has raised serious questions in the researcher's mind concerning the entire concept of children's identification through literature. Perhaps there is a limit to how different from the reader a character may be and still be capable of having the student identify with him. This differentiation by physical status may extend to old people, whom the students in the present study appeared to view as quite physically different from themselves. If this is indeed the case, can youngsters identify with aged characters in literature? Or, is it necessary? Culp (1975) felt that it was possible for students to be influenced by a piece of literature without being able to identify with any of the work's characters. Certainly, we have ascribed the concept of identification to the reaction between reader and character for far too long without sufficient definite evidence on the causes and interactions of the supposed relationship, or the effect of literature on people's lives. Much more remains to be done in the area of research on the concept of the reader's identification with literary characters, and the ability of literary characters to influence the reader.

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APPENDIX

TUCKMAN-LORGE ADAPTATION

NAME _____

INSTRUCTIONS:

Here are some statements about old people. If you feel the statement applies to most old people, put a circle around "Yes." If you feel the statement does not apply to most old people, circle "no."

Please answer all the statements.

Yes	No	1.	Old people are absent-minded.
Yes	No	2.	They are kind.
Yes	No	3.	They repeat themselves in conversation.
Yes	No	4.	They are set in their ways.
Yes	No	5.	They are grouchy.
Yes	No	6.	They worry about unimportant things.
Yes	No	7.	They are better off in old age homes.
Yes	No	8.	They have many accidents in the home.
Yes	No	9.	They are old-fashioned.
Yes	No	10.	They feel sorry for themselves.
Yes	No	11.	They like just to sit and dream.
Yes	No	12.	They are very talkative.
Yes	No	13.	They are hard of hearing.
Yes	No	14.	They like to give advice.
Yes	No	15.	They worry about their health.

NAME_____

Yes No 16. They have lost most of their teeth.

Yes No 17. They walk slowly.

Yes No 18. They are lonely.

Yes No 19. They like to doze in a rocking chair.

Yes No 20. They like to think about the good old days.

Yes No 21. They are untidy and careless about their appearance.

Yes No 22. They worry about financial security.

Yes No 23. They are critical of the younger generation.

Yes No 24. They dislike any changes or interference with established ways of doing things.

Yes No 25. They are very sensitive to noise.

Yes No 26. They feel miserable most of the time.

Yes No 27. They frequently talk to themselves.

Yes No 28. They are a nuisance to others.

Yes No 29. They are helpless.

Yes No 30. They are not useful to themselves or to others.

SCHNEIDER CARTOON APPERCEPTION TEST

by

PHYLLIS L. SCHNEIDER

Illustrated by

R.B. COLGROVE

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NAME_____

INSTRUCTIONS:

This booklet will show you 20 different cartoons involving old people. In each picture, one person says something, and there is a blank space for the other person's reply.

Under each picture there are 4 choices of things the other person might say. Choose the one statement which you think a real person would be most likely to say. Put the letter of that statement in the proper blank on this answer sheet.

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____
14._____
15._____
16._____
17._____
18._____
19._____
20._____

Old man:

a. You should be.

b. Can't you kids ever play in the park?

c. I'm going to call the police about this.

d. Accidents will happen.

Old lady:

a. What's McDonald's?

b. Leave me alone.

c. Sorry, I don't know.

d. Come along with me and I'll show you; I was going in that direction myself.

Old lady:

a. Why thank you, son.

b. I think I can make it alone.

c. What makes you think I can't cross this street by myself?

d. Why can't you kids ever leave us old folks alone?

Old lady:

a. The same as usual I guess.

b. Things could be a lot worse.

c. Oh, you know, when you get as old as me, there's always something the matter.

d. Actually I'm feeling pretty good today.

Old man:

a. Say, I'd like to watch that Startrek myself.

b. I've heard the news already, Joey; turn to Startrek if you want.

c. You shouldn't watch that garbage.

d. It wouldn't hurt you any to watch the news and learn a little something.

Grandmother:

a. Why, child, I'd love to. Let me see if I can find some extra knitting needles.

b. I suppose so.

c. Well, I taught your mother how to knit; guess I could teach you, too.

d. You'll have to learn to be at least a little bit neat before you can do anything like knitting.

Grandfather:

a. I don't know what this world is coming to; girls playing baseball!

b. I suppose so.

c. All right, but be careful and don't get hurt.

d. Sure. Maybe I can come along and be the umpire.

Grandfather:

a. I'm going as fast as I can now, Johnny.

b. Why are you always in such a hurry?

c. You keep tugging on my coat, and we're going straight home.

d. Sure we can, as soon as I put this pipe away.

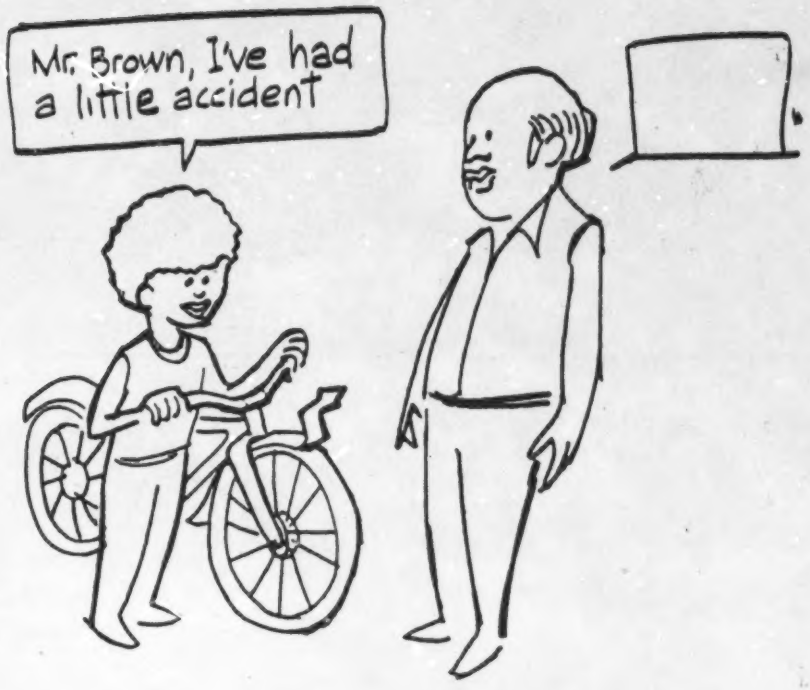
Grandmother:

a. Hi, Jane, are you Ben Wheeler's daughter?

b. I just baked some cookies; help yourselves.

c. I hope you don't intend to have those records so loud they drive me out of the house.

d. In my day, we did our homework by ourselves.



Mr. Brown:

a. I knew you'd ruin that bike; and your parents worked so hard to get it for you.

b. I guess so.

c. Let's have a look at it. I used to be a pretty good bike fixer when I was younger.

d. That little bump won't hurt anything.

Mr. Anderson:

a. Can you speak up, son? I can't hear you.

b. Stop mumbling; I can't understand a word you're saying.

c. I didn't hear what you said. Can you repeat it?

d. Say that again, son; my ears ain't as good as they used to be.

Old lady:

a. That's too bad, dear. I know how much it meant to you.

b. Maybe if you wait a couple of days and then ask her, she'll change her mind.

c. I agree with her; all you kids do is go to parties.

d. Would you like me to talk to her about it?

Old lady (storekeeper):

a. I haven't got all day to wait for you to pick out a couple pieces of candy.

b. Take your time and get the ones you really want.

c. Would you mind if I wait on Mrs. Klein while you make up your mind?

d. Why don't I just give you a couple of each?

Grandmother:

a. Heavens no, child, that's junk!

b. Ask your other Grandmother to buy it.

c. I wish I could, David, but it costs too much money.

d. It wouldn't last 'til we got it home.

Old man:

a. I'm just bringing my grandson's books to him.

b. I had to do something to keep busy, so I'm taking a class.

c. I wanted to see just what they're filling your heads with these days.

d. I've always wanted to learn something about woodwork, and now I have the time.

Old man:

a. Well, it's kind of like insurance.

b. The government has to take care of us old folks.

c. It's like a bank account; I paid taxes into Social Security all the years I worked, and now I'm getting it back.

d. Lots of people my age get checks from the government.

Old man:

a. Fine, ask your mother if you can come.

b. I think I'll go alone this time.

c. I can't be bothered with you tagging along.

d. You can come with me some other time.

Boy (thinking to himself):

a. She probably can't see what's in that jar.

b. Maybe she needs help reading the label.

c. I wonder if she realizes she's blocking traffic.

d. She doesn't care how much of our time she wastes.

Old man:

a. Poor old Mr. Schafer, he has such a hard time.

b. There he goes again, making a mess!

c. I feel sorry for that old man; he tries so hard to be neat.

d. I keep telling him that I'll help him with that tray, but he never listens.

Old man:

a. I forgot to put them on.

b. They don't help much any more; I need new glasses.

c. The danged things never were any good.

d. They hurt my ears all the time.

SEMANTIC DIFFERENTIAL I

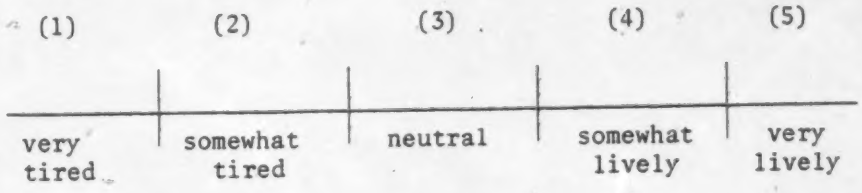
NAME _____

INSTRUCTIONS FOR OLD PEOPLE SCALE

Here are some terms frequently used to describe old people.

On each line, you are to place a check in one box in order to make a sentence which you feel best describes old people.

Let's do an example . . .



- If you feel that old people are very tired, place a check in Box (1) -- over the words "very tired."
- If you feel that old people are somewhat tired, place a check in Box (2) -- over the words "somewhat tired."
- If you feel that old people are somewhat lively, place a check in Box (4) -- over the words "somewhat lively."
- If you feel that old people are very lively, check Box (5) -- over "very lively."
- Save Box (3) to mark when you feel people are not either tired or lively.

BE SURE TO CHECK ONE BOX (AND ONLY ONE BOX) IN EACH LINE. IF YOU NEED HELP, PLEASE ASK YOUR TEACHER.

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	(1)	(2)	(3)	(4)	(5)
1. Old people are	very kind	somewhat kind	neutral	somewhat mean	very mean
2. Old people are	very neat	somewhat neat	neutral	somewhat messy	very messy
3. Old people are	very healthy	somewhat healthy	neutral	somewhat sickly	very sickly
4. Old people are	very happy	somewhat happy	neutral	somewhat sad	very sad
5. Old people are	very generous	somewhat generous	neutral	somewhat stingy	very stingy
6. Old people are	very nice-looking	somewhat nice-looking	neutral	somewhat homely	very homely
7. Old people are	very strong	somewhat strong	neutral	somewhat weak	very weak
8. Old people are	very cheerful	somewhat cheerful	neutral	somewhat grouchy	very grouchy

	(1)	(2)	(3)	(4)	(5)
9. Old people are	very fair	somewhat fair	neutral	somewhat unfair	very unfair
10. Old people are	very interesting	somewhat interesting	neutral	somewhat boring	very boring
11. Old people are	very grateful	somewhat grateful	neutral	somewhat ungrateful	very ungrateful
12. Old people are	very handy	somewhat handy	neutral	somewhat clumsy	very clumsy
13. Old people are	very wise	somewhat wise	neutral	somewhat foolish	very foolish
14. Old people are	very satisfied	somewhat satisfied	neutral	somewhat complaining	very complaining
15. Old people are	very wide awake	somewhat wide awake	neutral	somewhat absent minded	very absent minded
16. Old people are	very lenient	somewhat lenient	neutral	somewhat strict	very strict

	(1)	(2)	(3)	(4)	(5)
17. Old people are	very easy going	somewhat easy going	neutral	somewhat uptight	very uptight
18. Old people are	very quiet	somewhat quiet	neutral	somewhat loud	very loud
19. Old people are	very even tempered	somewhat even tempered	neutral	somewhat easily excitable	very easily excitable
20. Old people are	very ambitious	somewhat ambitious	neutral	somewhat lazy	very lazy
21. Old people are	very agreeable	somewhat agreeable	neutral	somewhat stubborn	very stubborn
22. Old people are	very daring	somewhat daring	neutral	somewhat cautious	very cautious
23. Old people are	very busy	somewhat busy	neutral	somewhat idle	very idle
24. Old people are	very "with it"	somewhat "with it"	neutral	somewhat "out of it"	very "out of it"

NAME_____

SEMANTIC DIFFERENTIAL II

INSTRUCTIONS FOR OLD PEOPLE SCALE

Here are some terms frequently used to describe old people.

On each line, you are to place a check in one box in order to make a sentence which you feel best describes old people.

Let's do an example . . .

	(1)	(2)	(3)	(4)	(5)
Old people are_____	usually helpful	sometimes helpful	neutral	sometimes helpless	usually helpless

-If you feel that old people are usually helpful, place a check in Box (1) -- above the words "usually helpful."

-If you feel that old people are sometimes helpful, check Box (2) -- above the words "sometimes helpful."

-If you feel that old people are sometimes helpless, place your check mark in Box (4) -- above "sometimes helpless."

-If you feel that old people are usually helpless, check Box (5) -- above the term "usually helpless."

-Save Box (3) to mark when you feel old people are not either helpful or helpless.

BE SURE YOU CHECK ONE BOX, AND ONLY ONE BOX, IN EACH LINE. IF YOU NEED HELP, PLEASE ASK YOUR TEACHER.

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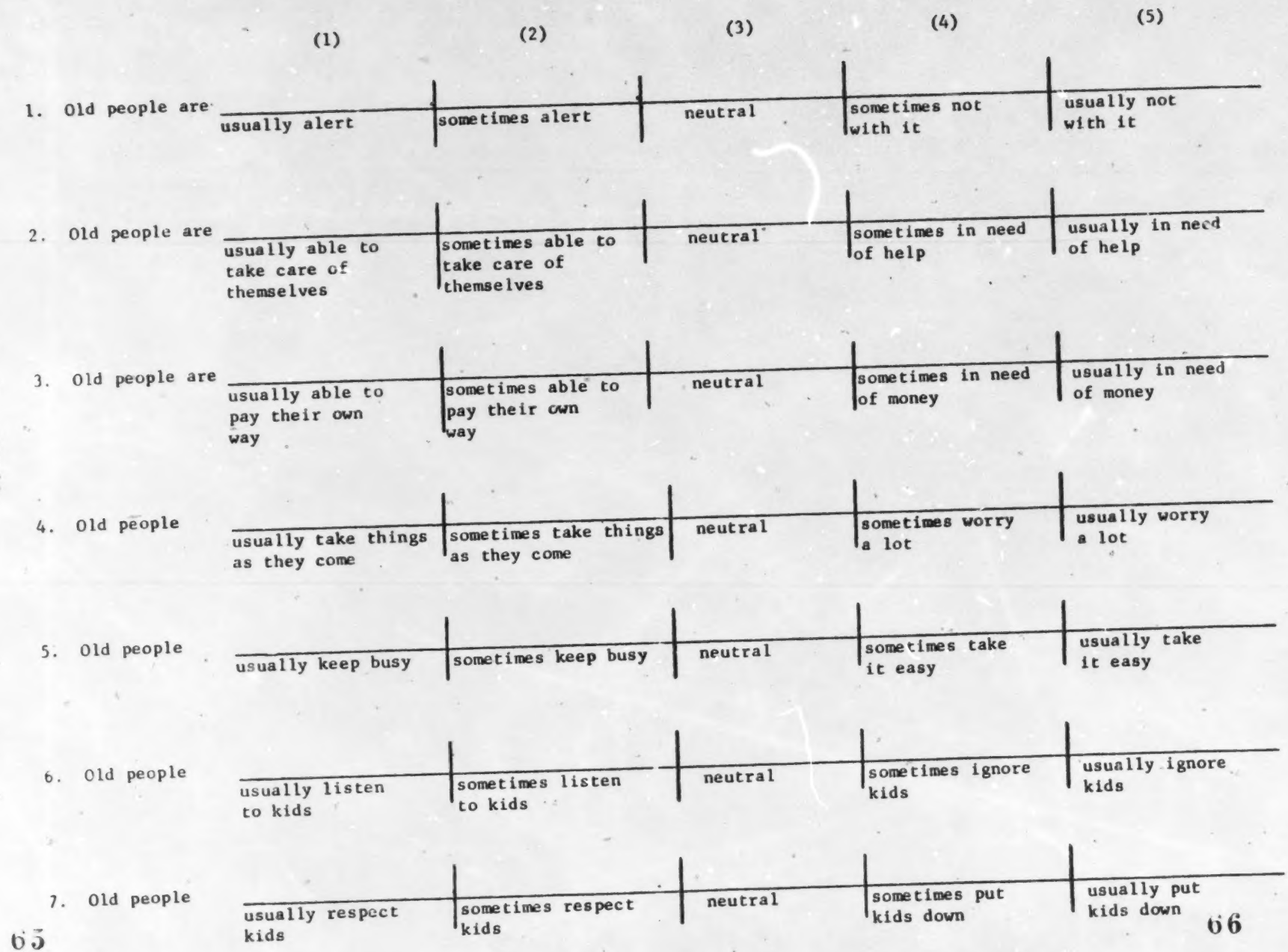
(1)
(2)
(3)
(4)
(5)
1. Old people are
usually alert
sometimes alert
neutral
sometimes not with it
usually not with it
2. Old people are
usually able to take care of themselves
sometimes able to take care of themselves
neutral
sometimes in need of help
usually in need of help
3. Old people are
usually able to pay their own way
sometimes able to pay their own way
neutral
sometimes in need of money
usually in need of money
4. Old people
usually take things as they come
sometimes take things as they come
neutral
sometimes worry a lot
usually worry a lot
5. Old people
usually keep busy
sometimes keep busy
neutral
sometimes take it easy
usually take it easy
6. Old people
usually listen to kids
sometimes listen to kids
neutral
sometimes ignore kids
usually ignore kids
7. Old people
usually respect kids
sometimes respect kids
neutral
sometimes put kids down
usually put kids down

	(1)	(2)	(3)	(4)	(5)
8. Old people	usually speak calmly	sometimes speak calmly	neutral	sometimes yell	usually yell
9. Old people	usually tell it like it is	sometimes tell it like it is	neutral	sometimes beat around the bush	usually beat around the bush
10. Old people	usually move around a lot	sometimes move around a lot	neutral	sometimes sit still a lot	usually sit still a lot
11. Old people	usually are on the go	sometimes are on the go	neutral	sometimes stay at home	usually stay at home
12. Old people	usually use their time well	sometimes use their time well	neutral	sometimes waste their time	usually waste their time
13. Old people	usually interfere with other people	sometimes interfere with other people	neutral	sometimes mind their own business	usually mind their own business
14. Old people	usually are eager to help	sometimes are eager to help	neutral	sometimes won't lift a finger to help	usually won't lift a finger to help
15. Old people	usually have a sense of humor	sometimes have a sense of humor	neutral	sometimes have no sense of humor	usually have no sense of humor

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